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ABSTRACT

This document contains a model for vocational career education and career guidance for grades 1-12, based on a program developed in the Washington County School District (Utah). The model is based upon the premise that major educational and vocational goals have been identified over the years by many state departments of education and local school districts. Ten goals were identified as the basis for the eight goals of the model. The goal that is the comprehensive base of the model is developing decision-making skills that will lead to making informed career choices. Specific goals in the model are self-awareness leading to self-identity; career awareness leading to career identity; appreciation and attitudes leading to self- and social fulfillment; educational awareness leading to educational identity; economic awareness leading to economic understanding; skill awareness and competencies leading to employment skills; and employability skills leading to vocational/career placement. For each of these goals, the model contains sub-goals related to the elementary (awareness), middle school (exploration), and secondary (specialization) levels. The model also provides suggested guidance activities for each grade level, along with suggestions for implementing the model in a school system. (KC)

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VOCATIONAL AND CAREER GUIDANCE

THE KEY TO UNLOCK THE FUTURE

A model for
VOCATIONAL AND CAREER GUIDANCE
for
WASHINGTON COUNTY SCHOOL DISTRICT

Manual
for
Implementation
For Grades One through Twelve

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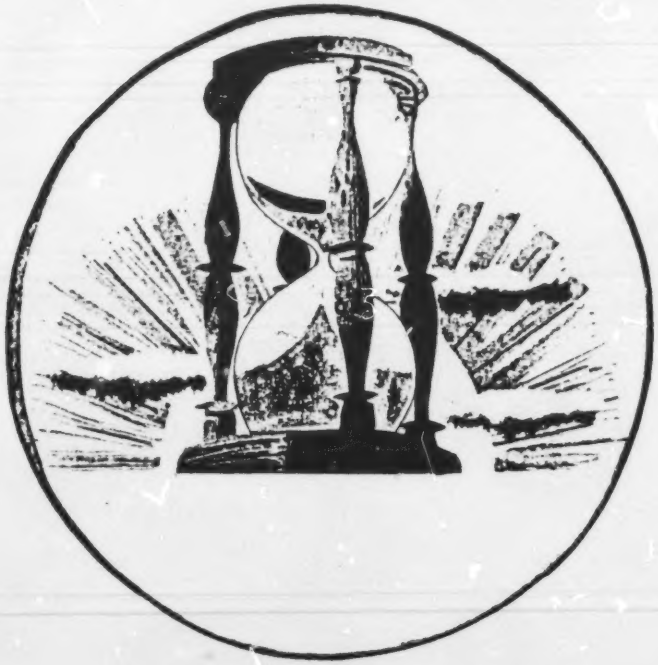

VOCATIONAL AND CAREER GUIDANCE
THE KEY TO
UNLOCK THE FUTURE
A MODEL FOR
VOCATIONAL AND CAREER GUIDANCE
For Grades One Through Twelve

Developed by:
Washington County School District

Jack F. Burr
Superintendent

CE 033 278

STATEMENT OF RESPONSIBILITY

The model herein was developed by the Washington County School District to meet the guidance needs of students residing within the district and is pursuant to a grant or contract with the Utah State Board of Education - Vocational Division.

The School District, as it undertook this project, was encouraged by the Board to express freely professional judgement in the conduct of the project, and the District did so.

Points of views, opinions stated, and material used or recommended do not, therefore, constitute or necessarily represent the official Board position or policy

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"IF JOB DEMANDS CHANGE AS RAPIDLY AS EXPERTS PREDICT -- VOCATIONAL EDUCATION WILL SOON BETRAY BOTH STUDENTS AND THEIR COMMUNITY BY EDUCATING STUDENTS AND RE-TRAINING ADULTS FOR JOBS AND WORKING CONDITIONS WHICH NO LONGER EXIST"

David Baker
Executive Vice President
Illinois Chamber of Commerce
1982

FOREWORD:

Vocational - Career Guidance
What is it?

How can boys and girls and young men and women now in school be prepared to cope with the problems they will face ten to twenty or even thirty years from now? The world of thoseyears will be different from the world of now, at least as different as the world of now is different from 1950. There will be technological and industrial changes, social changes, changes in international relations and changes in educational methods and organizations.

Some of these changes will offer prosisimg opportunities; some may even pose disturbing threats. Some of the changes can be predicated; others will come as surprises. That there will be major changes is absolutely certain, for we have developed a society that simply cannot stand still.

How will young people of today meet the problems of tomorrow will depend upon their skills and attitudes and their resources of mind and character. How well prepared they are in these respects is primarily the responsibility of the parents and the teachers in our schools, but in their development, the counselor and the guidance program will have a most constructive and useful role.(1)

That statement written by the American Personnel and Guidance Association many years ago is just as profound today as it was when it was first written, but the implications and ramifications are even more far-reaching now than then.

In the rapidly changing world of the twenty-first century, there is a greater need than ever before to help young people prepare to meet the future with all its uncertainties. Yet, the hard truth is that many school counselors have not been trained to give the students that much help in finding their way in an increasingly complex world.

Vocational and Career Guidance is a program structure to assist young people and adults cope with at least some of the changes that are ahead for them, especially in the areas of job selection and employment, and is predicated upon the assumption that the student must gain an understanding of decision-making and gain decision-making skills. The student must have opportunity to practice making decisions and accept the responsibility for his or her decisions. Even though the decisions made during the student's educational career will be tentative and

flexible, he must reach a decision that sets his career direction early enough to provide for the development of entry-level skills in a career - vocational plan of his or her choice. It is a program that must think future and not experience, or it will be of diminishing value to the students that it was structured to serve.

The model herein presented is the product of much thought and research, as well as experience gained in programs conducted in various schools of the Washington County School District.

The model has been designed in such a way so as to eliminate most of the research and development efforts necessary to initiate a local Vocational and Career Guidance program in any school district, and yet is flexible enough to allow for variations in local district philosophy, needs and preferences.

Consideration of this model, and applied modifications reflecting local situations and circumstances, will allow other districts to effectively implement their program of Vocational and Career Guidance.

ESSENTIAL BACKGROUND INFORMATION

I. Occupational Changes and Resulting Counseling Trends -

The automation - technology revolution is changing the occupational and career structure of our world fully as drastically as did the Industrial Revolution. The major difference is in the elevation of the brain power required. The machine operator is being replaced by the designer, installer, maintenance man, programmer for the automatic machine and electronic computer. The electronic specialist who installs or maintains computers, must be a person with intensive training requiring a higher degree of abstract intelligence than was expected of the expert machinist in the pre-automation days.

Occupations in industry and business are being changed every day by our use of automatic, self-correcting machinery and electronic computers. Not only must the maintenance man and programmer be intelligent and specialized, but the machine tender or operator must be a person who is steady and dependable beyond what has been expected of our present-day artison.

Because of the drastic changes in automation and technology and because of the changes in our occupational trends, it is clear that counselors who help students think in terms of these changed conditions cannot depend upon their own vocational experiences or the accumulated experiences of their generation. "Experience" is of less importance as the rate of change accelerates and the past more rapidly becomes the remote past. It has been stated that fathers have always had a difficult time convincing their children that they should learn from his (the father's) experience, and that will probably continue to be true. So, likewise with counselors! Counselors must not reason upon the vocational experience of their generation. Counselors and occupational guidance programs can really only be helpful to students when they are based upon projected conditions and in terms of the future -- the future which is almost the student's present.

II. Career and Vocational Guidance in Washington County School District -

Washington County School District is located in the Southwest section of the state of Utah, with the District office located in St. George. The District has the responsibility of providing general and vocational education for approximately 6,800 students in

grades kindergarten through grade twelve. Presently, there are three high schools, one junior high school, a middle school and seven elementary schools conducting educational programs within the District.

Formal counseling programs are found in the three high schools of the District, namely: Dixie, Hurricane and Enterprise high schools and at Dixie Junior High School, located in St. George. In addition to the formal counseling programs, teacher-advisor programs are found in the high schools; the junior high school at St. George and the Hurricane Middle School.

In 1977, the Washington School District obtained funds from the Utah State Board of Education to work cooperatively and jointly with Dixie College of St. George to plan, organize and implement a program that would articulate Vocational-Technical education programs between the School District and the College. That program was initiated in 1979 and has been going forward for three years.

Within the framework of the articulation program, occupational and career guidance activities are likewise, being conducted by Dixie College. There is, presently, several activities conducted jointly by the College and the School District, including: Career Day Activities and utilization of the Career Center at Dixie College by high school students.

III.

It has been recognized by the School District administration that in light of guidance counseling needs of students evidenced by initiative of the articulation program, and also in light of changing occupational changes and job trends, that there is a need to evaluate present career and occupational guidance programs and to plan and develop a guidance program that will more adequately meet the career-occupational needs of the students of the Washington County School District as they plan their future.

WHY A VOCATIONAL AND CAREER GUIDANCE CONTINUUM???

The Washington County School District has recognized that there is a need for Vocational and Career Education. The District has, likewise, recognized that in order to be meaningful, there must be an effective articulation of the learning experiences and activities that take place in the Vocational and Career areas.

It was for this reason that the Area Vocational Articulation concept model was organized and developed.

The District position on Vocational and Career Education States:

POSITION STATEMENT

It is the position of the Washington County School District that Vocational and Career Education is needed by and intended for all people. It is a lifelong development process which extends from early childhood through adulthood, and is based upon the premise that all work and purposeful study are respectable. It is responsive to public demand for both relevance and accountability.

Vocational and Career Education

- represents a core around which all other school experiences are organized and made meaningful;
- provides job information and skill development that helps students develop proper attitudes regarding the personal, physiological, social and economic significancies of work;
- is a sequentially developed, comprehensive education program offering opportunities for career orientation and exploration, plus job preparation -- for all learners.

Components of this sequentially-developed education program should be designed to ensure development of student characteristics of certain key ages approximately as follows:

1. By age nine, the learner understands the concept of work, appreciates the value of work and of workers, and is familiar with a wide variety of types and fields of work.
2. By age twelve, the learner is familiar with the broad fields of occupations; is aware of the prerequisites for employment in the various types and fields of work; and understands how to progress from one occupational level to another.
3. By age fifteen, the student is able to assess his own potential and to participate in making informed decisions regarding his immediate educational and occupational goals.
4. By age eighteen, each student-learner is able to choose and plan the next step in his or her occupational and/or educational career.

The Washington County School District recognizes that if there is a need for a Continuum in the curriculum for Vocational - Career Education, that there should also be a Continuum in the Guidance Program of the District that is preparing students for occupational jobs and technical positions in the working world.

The District believes that all students should receive at every level of development, that information and those experiences that will enable them to make intelligent decisions relative to their educational program and vocational goals.

THE MODEL AND ITS ROLE

Why a Model?

This brief review suggests that changes need to take place in the Vocational-Career Guidance Programs currently in operation and that there is a need to improve the Guidance practice with the objectives in mind of helping the student progress through a structured Vocational - Career Guidance Continuum. These changes will assure that students will receive those experiences and receive that information that will best assist them in Vocational - Career decision-making choices. Such changes will take place best if there is a systematic plan which can be implemented by all educators and counselors working in the Washington County School District.

This suggested model was developed after much research and after long evaluation of the current practices and procedures being used with the Washington County School District and other districts of the state of Utah. The model is stated in broad enough terms so as to allow for local input of philosophy, needs and preference. It is a framework plan to be modified and interpreted into a program of Vocational and Career Guidance which has the best chance of succeeding under a prevailing set of local circumstances that may be found in other school districts or areas.

Vocational and Career Guidance must be viewed as a continuous process which begins early in a student's life and continues as long as the student participates in a Vocational Education Program.

Key Elements of Model

This model is based upon the premise that major educational and vocational goals have been identified over the years by many state departments of education and local school districts, and that these goals are identifiabl and represent an end toward which schools strive to achieve and for which they provide service. Ten of these common goals are shown on the following illustration

COMMON EDUCATION GOALS
AND
VOCATIONAL-CAREER EDUCATION GOALS

MAJOR EDUCATION GOALS DEVELOPED OVER THE YEARS BY MANY STATE DEPARTMENTS OF EDUCATION AND LOCAL SCHOOL DISTRICTS ARE IDENTIFIABLE AND REPRESENT AN END TOWARD WHICH SCHOOLS STRIVE TO ACHIEVE AND FOR WHICH THEY PERFORM WORK AND RENDER SERVICE. TEN OF THE COMMON EDUCATIONAL GOALS MOST FREQUENTLY IDENTIFIED AND STATED ARE:

Common Educational Goals									
1 fostering creativity	2 vocational productivity	3 continuing education	4 inter-group acceptance	5 motivation to learn	6 citizenship and social acceptance	7 basic skills	8 self understanding	9 physical and emotional health	10 intellectual development

Washington County School District's Vocational and Career Education Goals							
Goal I self-awareness leading to self-identity	Goal II career awareness leading to careet identity	Goal III appreciation and attitudes leading to self and social fulfillment	Goal IV educational awareness leading to educational identity	Goal V economic awareness leading to economic understanding	Goal VI decision-making skills leading to career - vocational decisions	Goal VII skill awareness and competencies leading to employment skills	Goal VIII employability skills leading to vocational career placement

The eight vocational and career goals developed in this Guidance model are derived from and related closely to the commonly accepted educational goals.

Key Elements of Model (Continued) -

The model is also based upon the Vocational and Career Education goals of the Washington County School District as shown on the illustration entitled, "Common Education Goals and Vocational Career Education Goals". The specific goal that is the base of model, is Goal VI, which is decision-making skills leading to career decision. The goal reads:

> "It is the goal of Vocational-Career Education and Vocational and Career Guidance that the learner understands the decision-making skills, and reaches a decision early enough to provide for development of entry-level skills in a vocational-career plan of his choice."

The specific sub-goals considered in this model are:

Sub-Goal I

"understands that the decision-making process includes responsible action in identifying possible alternatives, selecting alternatives most consistent with one's values and goals, and in taking the steps necessary to implement the chosen course."

Sub-Goal II

"Become proficient in the process of identifying, gathering and using resource information as part of the process of decision-making".(1)

Some specific goals and activities that might be conducted as various educational levels to accomplish Goal VI and Sub-Goals I and II are:

SUB-GOAL #I
SCHOOL OBJECTIVES
AWARENESS:

Elementary students will:

1. Recognize that one is responsible for the outcome of one's decisions and how they may affect others,

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(1) See illustration - Vocational-Career Education Goals and Sub-Goals - Page 12

VOCATIONAL - CAREER EDUCATION

GOALS AND SUB-GOALS

GOAL I
Self-awareness leading to self-identity

GOAL II
Career awareness leading to career identity

GOAL III
Appreciations and attitudes leading to self and social fulfillment

GOAL IV
Educational awareness leading to educational identity

GOAL V
Economic awareness leading to economic understanding

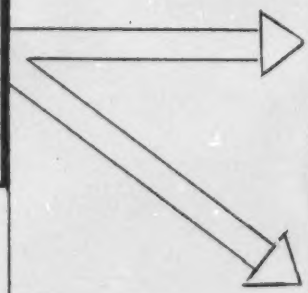
GOAL VI
Decision-making skills leading to career decisions

GOAL VII
Skill awareness and beginning competencies leading to employment skills

GOAL VIII
Employability skills leading to career placement

<u>GOAL VI</u>

It is the goal of Vocational - Career Education and Vocational - Career Guidance that the learner understand the decision-making skills, and reach a decision early enough to provide for the development of entry-level skills in a vocational - career plan of his choice ---



SUB-GOAL I

Understand that the decision-making process includes responsible action in identifying possible alternative, selecting the alternatives most consistent with one's values and goals, and in taking the steps necessary to implement the chosen course.

SUB-GOAL II

Become proficient in the process of identifying, gathering, and using resource information as part of the process of decision making.

SUB-GOAL #I
SCHOOL OBJECTIVES
AWARENESS (Continued)

Elementary students will:

2. Recognize that a decision may or may not be accpeted by others,
3. be aware of the relative importance among decisions and have a knowledge of influence on decisions,
4. recognize types of gratification and rewards as they relate to decision-making and problem solving, and
5. be aware that many kinds of decisions can be tentative and reversible.

EXPLORATION

Middle school students will:

1. Recognize that decisions made will be based upon their values, emotions and other information present at the moment of the decision,
2. recognize that previous decions will affect present and future decisions,
3. develop a realization that decisions involve risk,
4. be aware that their skills in decision-making and problem solving affect the psychological well being, including self concept, life goals and ment health,
5. recognize that compromise of personal decision relative to vocational goals is often necessary, and,
6. recognize the need for constant evaluation and possible revision of decisions.

SPECIALIZATION

Secondary student will:

1. Demonstrate competency in skills of decision-making through a logical process of problem solution.
2. be able to identify personal values and characteristics that influence their decision,

SUB-GOAL #I
SCHOOL OBJECTIVES
AWARENESS (Continued)

including those of career choice, and

3. utilize a logical decision-making process for future planning, including short-range and long-range goals.

SUB-GOAL II

"BECOME PROFICIENT IN PROCESS OF IDENTIFYING, GATHERING, AND USING RESOURCE INFORMATION AS A PART OF DECISION-MAKING RELATIVE TO VOCATIONAL CHOICES".

SCHOOL OBJECTIVES

AWARENESS

Elementary students will:

1. Have knowledge of work or jobs performed in the home by individual members of the family,
2. have knowledge of work performed by people in the immediate neighborhood, and
3. have some knowledge of the occupations found in their community and region.

EXPLORATION

Middle school students will:

1. Be able to pursue an inquiry procedure pertaining to questions on worker functions, worker traits, type of work experiences and attitudes toward work,
2. have some knowledge of how course and work experiences will meet the needs of occupational preparation, and
3. identify and obtain information about occupations which interest them and those they seem to have the aptitude for, based upon their present knowledge and feelings.

SUB-GOAL II
SCHOOL OBJECTIVES
SPECIALIZATION

Secondary students will:

1. Utilize fully, resource information to make decision on future educational and occupational plan for pursuit of a Vocational-Career decision goal.

The school objectives are minimal expectancy statements. They directly support the Sub-Goals, which in turn directly support the goals.

The school objectives have been categorized by educational level. Emphasis in the model are placed on career awareness in the elementary school which include objectives requiring students to demonstrate a realization, perception, or knowledge of vocations. Further, emphasis is placed on career exploration in the middle school, which includes requiring students to conduct a systematic search of careers as they relate to student-identified interests, aptitudes and abilities. Finally, in the model, emphasis is placed on career specialization, both vocational and academic, at the secondary level and beyond, which includes objectives requiring students to acquire particular knowledge and abilities

GOAL VI
Decision-making Skill leading to Career Decision

SUB-GOAL I
Understand that the decision-making process includes responsible action in identifying possible alternatives.

School Objectives For Elementary Awareness	School Objectives For Middle School Exploration	School Objectives For Secondary Schools Specialization
1. recognize that one is responsible for the outcome of one's decisions. 2. Recognize that one's decisions may or may not be accepted by others. 3. Be aware of the relative importance among decisions. 4. Recognize types of gratification and rewards as they relate to decision-making and problem solving. 5. Be aware that many kinds of decisions can be tentative and reversible.	1. Recognize that decisions made will be based upon their values, emotions and other information present. 2. Recognize that previous decisions will affect present and future decisions. 3. Develop a realization that decisions involve risk. 4. Recognize that compromise of personal decisions is often necessary. 5. Recognize need for constant evaluation & revision.	1. Demonstrate competency in skills of decision-making through a logical process of problem solution. 2. Be able to identify values and characteristics that influence their decisions including those of career choice. 3. Utilize a logical decision-making process for future career planning.

GOAL VI
Decision-Making Skills Leading To Career Decision

SUB-GOAL 2
Become proficient in the process of identifying, gathering and using of resource information in the process of decision-making

School Objectives For Elementary Awareness	School Objectives For Middle School Exploration	School Objectives For Secondary School Specialization
1. Have knowledge of work or jobs performed in the home by individual members of the family. 2. Have knowledge of work performed by people in the immediate neighborhood. 3. Have some knowledge of the occupations found in the community.	1. Be able to pursue an inquiry procedure pertaining to questions on worker functions, traits, type of work experiences and attitudes toward work. 2. Have some knowledge of how courses and work experiences meet the needs of occupational preparation. 3. Identify and obtain information about occupations which interest them and those they seem to have the aptitude for, based on present knowledge and feelings.	1. Utilize resource information to make decisions on a future educational plan in pursuit of a career decision.

related to their chosen career.

While emphasis is placed on awareness at the elementary level, career awareness should not be limited to the elementary schools. Awareness objectives may also be pursued at the middle school level and at the secondary level; likewise, exploration objectives of the model may also be pursued at the secondary and higher education levels.

The specific sequence need not be followed religiously, because the program cannot succeed without the commitment of educators and counselors who are involved in the process.

There are, however, several important elements which are essential to the success of this Vocational-Career Guidance model.

PLANNING

There must be effective and long-range planning that involves the staff from all levels of the educational community being served by the model. Counselors and teachers, as well as administrators, must be involved in the operational phase if it is to have any appreciable impact upon the Vocational-Career Guidance Program of a district.

FLEXIBILITY

The model for the Vocational-Career Guidance Program must provide for flexibility to allow for incorporation of new ideas and concepts as they develop, and must take rapid changes in automation, computers and other technology into consideration and make allowances for their utilization in the program.

IMPLEMENTATION

Implementation of the model must be consistant with local philosophy, needs and preferences. The implementation phase of the program will move forward from school to school if there are priorities established by the district, and by the faculty and administration of each school. These priorities must be based upon local district philosophy and needs.

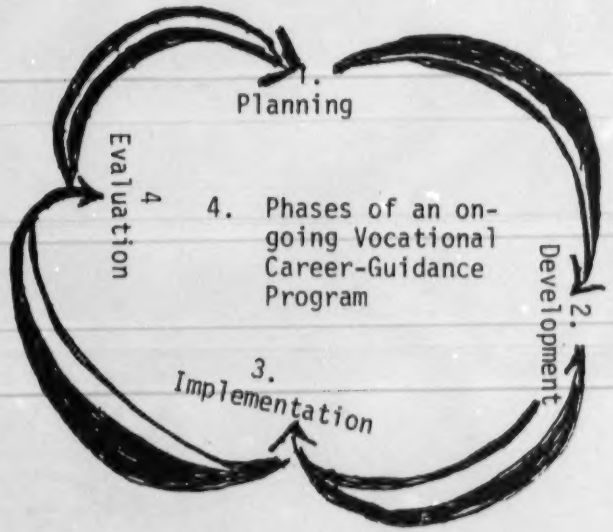
IN-SERVICE OF STAFF

There is a need for continuous in-service activities to enable teachers, counselors, and administrators to stay current with the most recent changes in techniques and technology as well as occupational trends and changes.

This in-servicing will allow the people most closely associated with Vocational and Career Guidance opportunity to modify and change the aspects of the program that need to be changed to reflect current and future trends.

PROGRESS REVIEW AND EVALUATION

Since progress is self-reviewing, there is a need to yearly evaluate what has happened in the program and then take steps to revise the program model where needed.



GUIDANCE MODEL ACTIVITIES

I. CAREER ORIENTATION - GRADES 1-5

A. Infusion of general career information into the elementary school social studies curriculum.(1)

B. Career field trips into the community.

(1) Washington County School District is using in its elementary schools, "Job Tours", a set of sixteen full-color filmstrips and cassettes to stimulate imaginative career thinking at an early age. This series is based on the USOE occupational clusters and allows the students to visit, through the film presentation, workers in varied and interesting jobs covering a wide spectrum of training, aptitudes and working environments. (Other filmstrips and cassette series may be just as effective and this is not a specific endorsement of this series).

II. CAREER EXPLORATION - GRADES 6-7

A. Integrating of career thinking and other subject areas.(2)

(2) The Washington County School District is using, in its middle schools, Career Modules that have been developed by the State Board of Education to be used in Business and Home Economics areas. The specific modules are the Consumer and Home Economics Careers, Business Careers, and the Marketing and Distributive Education modules.

B. Use of "Job Labs" (3) materials in the orientation class taught at the middle school level.

(3) "Job Labs" is a motivational and highly functiona career information resources series that provides students with information to assess working opportunities and alternatives relative to their own needs, talents and interests, and is used to aid students in the development of their I.E.P. (Individual Educational Plan).

C. Students in grades 6-8 are enrolled in IACE classes, Home Economics classes and Business classes where they have opportunities for career exploration in over ninety career areas.

D. Using microcomputers in the IACE programs career

information and guidance information (4) is made available to the students to assist them in making career choices and developing their IEP's and identifying their specific vocational goals.

(4) The Washington County School District uses "COIN" guidance and career information in the middle school to aid students in making career choices.

E. Use microcomputers to furnish students with a printed educational plan to achieve his or her identified vocational goal.(5)

(5) The School District has developed as part of this model, a micromomputer program that enables the students, once they have identified a vocational goal in one of the five (5) career areas covered in the IACE Program, to go to the computer and receive an educational plan that lists all of the educational courses necessary to be taken in order to achieve that vocational goal. This program can be expanded later to furnish similar plans for other curriculum courses.

F. Using information gathered from activities listed previously in the model --- students meet with parents and teacher advisors to develop initial IEP's. (These IEP's are reviewed yearly and revised as needed).

III. CAREER OPPORTUNITIES - GRADES 9-10

A. Use of "career opportunities"(6) audio visual materials to link classroom study to real world opportunities in ten major subject areas, namely: English, Social Studies, Foreign Languages, Business, Physical Education, Mathematics, Science, Fine Arts, Industrial Arts and Home Economics.

(6) "Career Opportunities" is a series of cassettes and tapes developed to show careers and jobs available in ten major academic fields.

B. Teacher-advisor program is used to further develop students' IEP and assist in refining vocational goals.(7)

(7) The teacher-advisor program is aimed at providing a broad base for guidance of students. It is believed that the vocational and

educational guidance of students can better be served through a cooperative approach between students, parents, teachers and counselors. Through the teacher-advisor program the following can be accomplished:

7.1 The school staff is more aware of and are more responsive to the needs of students.

7.2 The students accept more responsibility for the decisions they make relative to their vocational and educational planning.

7.3 At least one staff member of each school will share with the students the responsibility for their educational program.

7.4 A program is promoted where parents can be more involved in the educational and vocational plans of their children.

7.5 A more positive relationship can be promoted between staff members and students, thus resulting in a more caring, supporting climate in each school.

7.6 The school can more effectively meet the State guidelines which require each student to develop individual educational plans.

7.7 The school can be more effective in developing individualized plans for the handicapped and other students with special needs by correlating the efforts of the staff members involved.

C. The following steps will enable the teacher advisor program to be implemented in a school:

1. All students will be assigned a teacher-advisor. This will be done by having all students fill out an advisor preference form and then by using this preference form the administration can assign students to advisors by preference and by career interest.

2. To initiate the teacher-advisor program, the students will be assigned an advisor when they enter high school.

3. The advisor will meet at least twice a year with the student and in the spring meeting, parents will participate to review and up-date students' IEP's.

4. At the fall meeting of the advisor and the

student (this should be held at the opening of school), the student's IEP is again reviewed in light of the student's class schedule. Problems relative to registration are resolved. Counselors are available at this time to assist students.

5. Advisors are available early in the school year to discuss scheduling problems and can assist students in any change of schedule.
6. Teacher-advisor meetings will be held on a rotation schedule as often as necessary to accomplish the objectives of the teacher-advisor program.
7. Changes in student's individual education plan will be approved by students, parents and advisors.

A complete handbook for the teacher-advisor program has been developed by the School District and can be made available to any district or school desiring additional information relative to this aspect of the Guidance model.

D. Students continue to use computers to obtain additional guidance information from the "COIN" materials available in the District.

E. Educational programs established to allow students to obtain vocational objectives will be revised as students change or modify their vocational goals.

IV. CAREER EXPLORATION AND SPECIALIZATION - GRADES 11-12

A. Use job interest inventories to help students finalize career/vocational goals.

B. Use "Livelyhoods Program"(8) to assist students in career decision.

(8) The "Livelyhood Program" is a set of sixteen full-color sight and sound filmstrips presenting ninety interviews. About ninety uncommon careers, the series is developed to present true-to-life explanations of real people on real jobs. Each presentation gives an on-the-spot, job's-eye view of the necessary skills and education a person must have to be successful in the various jobs and also gives working conditions, pleasures and frustrations found at work.

(The Washington School District is using

this series and has found it effective. This is not necessarily an endorsement of the program, but merely an indication of what can be done to implement additional guidance information in this model.

C. Continue teacher-advisor program to assist students and parents in career/vocational and educational decision-making.

D. Use "GIS" computerized Guidance materials to aid students in finalizing vocational goals and objectives, and to be certain that educational plans allow students to achieve selected goals, and update course work requirements as needed.

E. Identify skills and competencies necessary for student to master in order to be successful in the job he or she has selected as vocational/career goal.

F. Competencies achieved by student are measured against those required for success on the job -- vocational and technical courses necessary to achieve skill mastery are added to the educational plan.

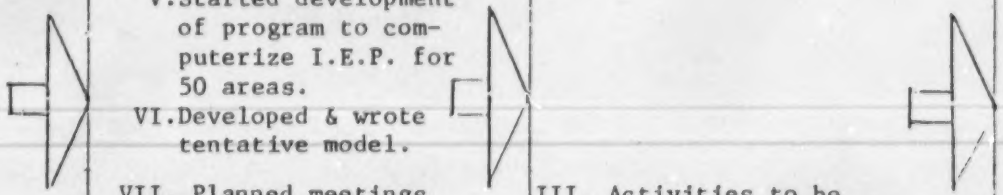
G. Specialization courses, grades 11-12, that are identified will be taken in high school programs offered, or in vocational courses offered through the Area Vocational Program at Dixie College.(9)

(9) A complete description of the Area Vocational Program being conducted by the Washington County School District and Dixie College that is a part of this model, is available to school districts upon request.

H. Students mastering skill competencies, as identified, will be given opportunity to be placed in cooperative work-experienced programs to perfect skills in an on-the-job setting. Where requirements have been completed for high school graduation, students will be placed, where possible, in full-time work situations.

I. Working with advisory committees, work stations will be identified in the school community where students can be given on-the-job training and work experiences.

THE CAREER - VOCATIONAL GUIDANCE MODEL



Planning	Development	Implementation	Evaluation
Activities I. Reviewed present Guidance Program. II. Write proposal for Funding Development Conducted. III. Research on new Trends & development in Technology. IV. Visited Fox Valley Technical Institute. V. Reviewed component Audio-Visual Material. VI. Evaluated use of computer materials including "COIN" & GIS. VII. Purchased career modules for marketing & distributive education. VIII. Presented tentative program to district administration for approval. IX. Submitted progress report to State Department.	Activities I. Identified components for program II. Met with school counselors & career guidance personnel. III. Met with vocational advisory committee to review concepts. IV. Identified career materials to be used at elementary. & secondary school level. V. Started development of program to computerize I.E.P. for 50 areas. VI. Developed & wrote tentative model. VII. Planned meetings with all personnel to in-service on new district program. VIII. Completing plans to implement computer segment during 1982-83. IX. Finalizing plans to implement all segments during 1983-84 school year.	Activities 1. Implementation of some segments of the program will take place during 1982-83. II. Entire Model for Vocational-career guidance program will be implemented during 1983-84 school year. III. Activities to be identified at future date.	Activities 1. Evaluation will be conducted on segments of the model at the end of 1982-83. II. Evaluation will be conducted on entire model following completion of 1983-84 School Year.

Re-evaluation of procedure

SUMMARY

The Washington County School District has established a program of Vocational and Career Guidance that we feel will meet the specific needs of students in our district as they become involved in the process of developing individual ecuation plans and in identifying specific vocational goals. We, likewise, believe this program will enable students to learn the skills of decision-making and enable them to apply these skills in accomplishing their identified educational or vocational goal. It is obvious that any plan or model developed for one district, may not be completely applicable to the needs of another district. However, we believe that this plan developed, with modifications to allow for local district philosophy, will provide the basis for the development of a sound Vocational-Career Guidance Program in any district regardless of size.

The goal of any guidance plan must have among its components, the desire to facilitate the transition of students through the educational program, and allow them to move with continuity, without hindrance, through levels of the educational process and that at each level, they will have the decision-making skills necessary to make good vocational and educational decisions relative to vocational goals.

We feel this model, as developed, will allow for such transition and will provide skill with decision-making skills.

APPENDIX

On an early road
to career thinking with

J.O.B. TOURS

Grades 4-6

J.O.B. Tours is a set of sixteen full-color filmstrips and cassettes that stimulate imaginative career thinking at an early age. Based on the USOE occupational clusters, **J.O.B. Tours** visit workers in varied and interesting jobs covering a wide spectrum of training, aptitude, and working environments.

With the learned and likable Jeremiah Obediah Bullfrog as tour guide, students see and hear workers on the job in such occupations as beekeeper, translator, disk jockey, apprentice bricklayer, package designer — just to name a few.

Each of these lively sight-and-sound presentations runs from eight to ten minutes and works on both automatic and manual advance machines.

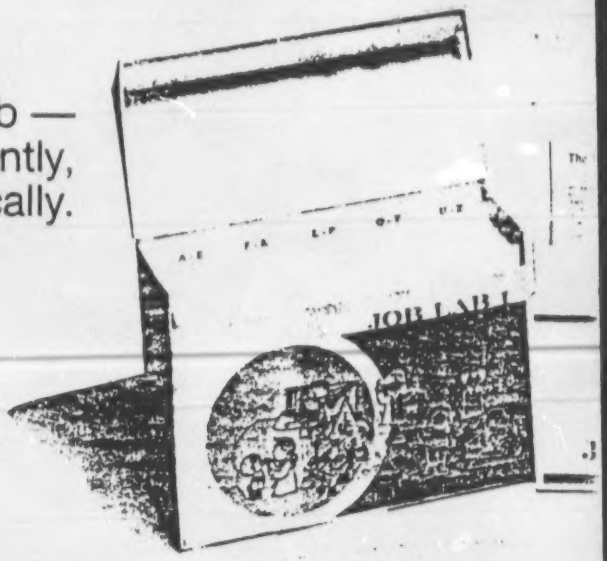
J.O.B. Tours comes neatly packaged in a sturdy storage box.

A Teacher's Guide contains suggested activities for working the filmstrips into regular subject-area lessons.

- Emphasis on the diversity of career options
- Lively, engaging audio-visual presentations
- No stereotyping in relation to sex or race
- Teacher's Guide with instructions, tips, and suggested activities

	Code #	School Price
J.O.B. Tours	390-9	**$195.00**

They do the job — interestingly, efficiently, economically.



JOB LABS®

Job Labs® is a motivational and highly functional three-part career information resource for grades three right through junior college. Packaged in sturdy, fliptop boxes, each **Job Lab**® provides students with the information to assess working opportunities and alternatives in relation to their own needs, talents, and interests. Series features include:

- Separate, clearly written cards which describe job tasks, working conditions, and educational qualifications
- Teacher's Guide (Lab 1) and User's Guide (Labs 2 and 3) help tailor **Job Labs**® to your own teaching strategies
- Cards printed on sturdy stock and packaged in colorful, fliptop boxes

GIS RELATED PRODUCT

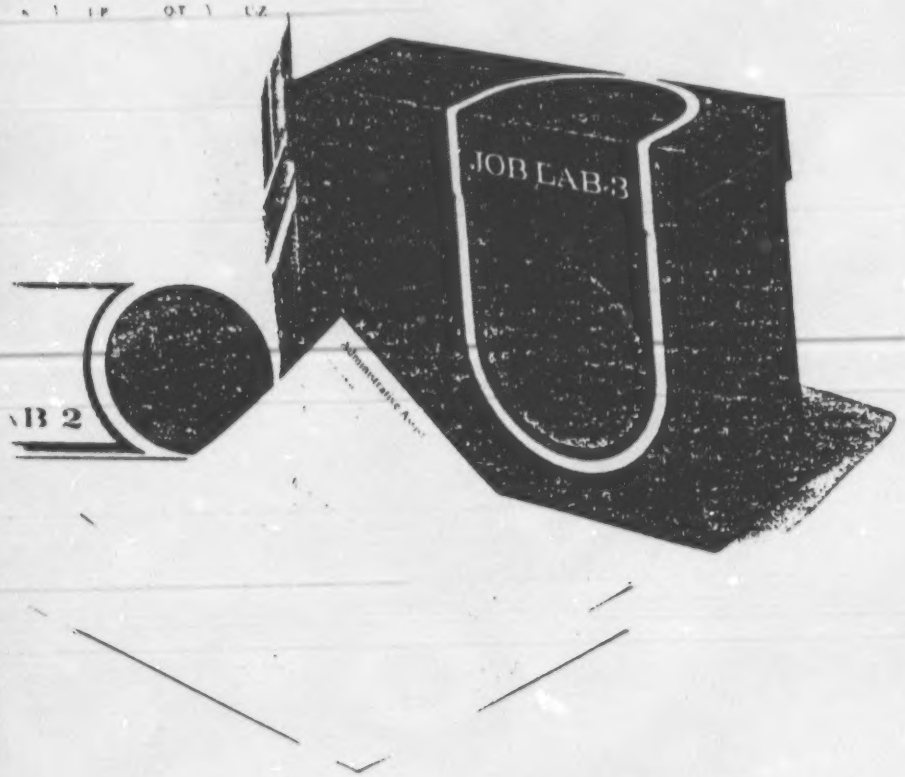
Job Lab 1

Grades 3-8

Job Lab 1 presents a variety of jobs in an appealing, understandable way. Except for specific job terminology (defined in a separate Glossary), reading is at a third-fourth grade level. **Job Lab 1** is based on the USOE occupational clusters. It contains a Cluster Booklet for each of the fifteen clusters with group activities to get your students thinking, motivated, and involved.

There are 250 6" x 9" job description cards in all. A Glossary booklet is provided for quick and easy reference of new terms.

The Teacher's Guide gives tips on integrating career thinking with other subject areas. It provides essential job information to grade school students and adults with low reading levels.



Job Lab 3

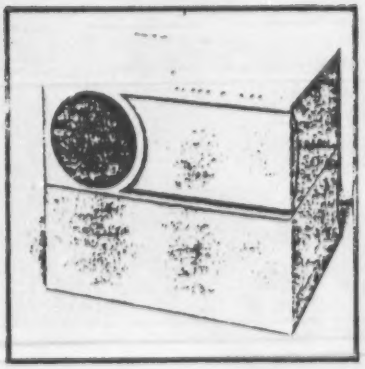
Grades 7 — Junior College

Job Lab 3 completes the series, covering 375 jobs on 8½" x 11" cards. This package differs from **Job Lab 2** in that all the occupations here require at least two years of postsecondary education. Covered are job descriptions, salaries, working conditions, qualifications, advantages/disadvantages — as well as projections of how specific jobs will change in the future. **Job Lab 3** also uses the D.O.T. *(Dictionary of Occupational Titles)* method to relate jobs to each other and to the many levels of responsibility, skill, growth, financial potential, and the world of work in general. It, too, is accompanied by a User's Guide.

Job Lab 2

Grades 8 — Junior College

Job Lab 2 details 700 jobs and fifteen industries on separate 8½" x 11" cards. Based on government statistics, it describes the job market of the 1980s in a frank and realistic way. Each individual card explains job tasks, working conditions, salary ranges, qualifications, advantages/disadvantages, related careers, sources of additional information — and more. **Job Lab 2** also explains the use of the D.O.T. *(Dictionary of Occupational Titles)* classification system and is accompanied by a User's Guide.



	Code #	School Price
Job Lab 1	185-X	$120.00
Sample Kit	188-4	2.25
Job Lab 2	204-X	219.00
Sample Kit	201-5	1.80
Update (for editions earlier than 1978)	202-3	57.00
Job Lab 3	221-X	117.00
Sample Kit	222-8	4.20

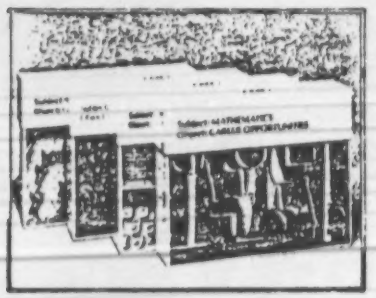
Opportunity knocks again and again with

Boxes, Filmstrips, Posters

CAREER OPPORTUNITIES

Grades 7 — Adult

Career Opportunities is an audio-visual program that links classroom study with real-world opportunities in ten major academic subject areas: English, Social Studies, Foreign Languages, Business, Physical Education, Mathematics, Science, Fine Arts, Industrial Arts, and Home Economics.



Career Opportunities Boxes contain 100-125 cards in each subject area box. Each card focuses on a specific occupation — some of which are unusual and fascinating occupations not normally associated with the academic discipline.

On each card there is enough information about the career for students to make a preliminary judgement about the occupation and to learn where to get more information. Included is a description of the work, and just as important, how it relates to the particular academic discipline.

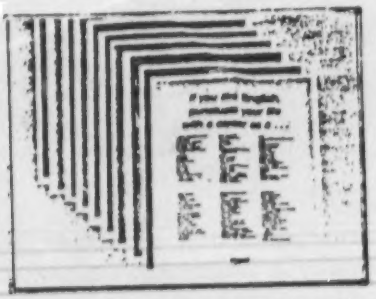
A User's Guide for each box contains objectives, background information, organizational hints, a bibliography, and a range of suggested activities.

- Fact-filled cards for browsing or for a structured career program
- Keyed to the *Dictionary of Occupational Titles* (D.O.T.) classification system for quick, easy reference
- Printed on sturdy stock and packaged in a rugged box to stand up to years of classroom use

Career Opportunities Filmstrips are professionally narrated, full-color filmstrips that vividly depict on-the-job situations by means of unstaged, spontaneous interviews.

Each filmstrip discusses background and job qualifications, responsibilities, and the overall climate of a career. Presentations run from ten to thirteen minutes and examine three careers.

- Meet the people on the job in natural, unrehearsed interviews
- Lively, upbeat presentations
- Accompanying cassettes work on both automatic and manual advance machines



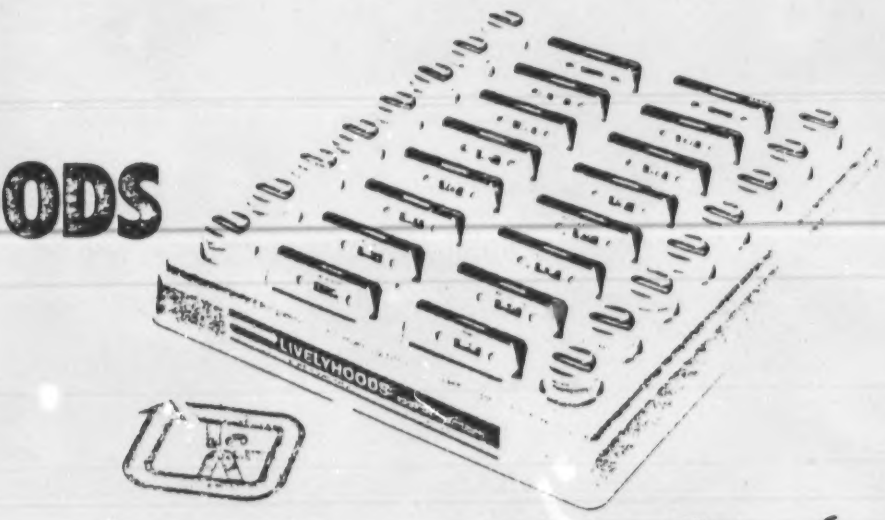
Career Opportunities Posters is a set of ten 18" X 24" thought-provoking posters, each listing 100-125 careers related to a specific academic subject area. They are a great way of dramatizing the incredible mix and range of occupations springing from specific classroom disciplines.

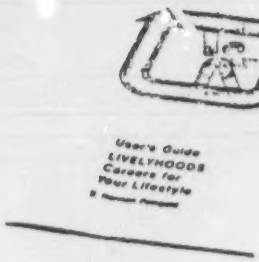
- Correlated to the **Career Opportunities Boxes and Filmstrips**
- Brightly colored for dressing up the classroom bulletin board, hallway, or career resource center
- Designed for sparking career curiosity at a glance

	Code #	School Price
Complete Set of Ten Boxes	090-X	$699.00
Complete Set of Ten Filmstrips	651-7	279.00
Complete Set of Ten Posters	122-1	27.00
English Box	041-1	72.00
Social Studies Box	046-2	72.00
Mathematics Box	051-9	72.00
Foreign Languages Box	056-X	72.00
Science Box	061-6	72.00
Fine Arts Box	077-2	72.00
Industrial Arts Box	082-9	72.00
Business Box	087-X	72.00
Home Economics Box	094-2	72.00
Physical Education Box	095-0	72.00
Sample Kit (sample cards from boxes)	071-3	3.60
English Filmstrip	622-3	27.00
Social Studies Filmstrip	625-8	27.00
Mathematics Filmstrip	628-2	27.00
Foreign Languages Filmstrip	631-2	27.00
Science Filmstrip	634-7	27.00
Fine Arts Filmstrip	637-1	27.00
Industrial Arts Filmstrip	640-1	27.00
Business Filmstrip	643-6	27.00
Home Economics Filmstrip	647-9	27.00
Physical Education Filmstrip	650-9	27.00

Work styles and lifestyles come together in

LIVELYHOODS





Grades 7-12

Livelyhoods is a set of sixteen full-color, sight-and-sound filmstrips presenting ninety fascinating interviews about ninety uncommon careers. The cluster concept is used to group related kinds of work into sixteen filmstrip/cassette packets. Professional narration and an upbeat musical background join to present engaging, true-to-life explanations of real people on real jobs. Each presentation gives an on-the-spot, job's eye view of the necessary skills and education, plus the conditions, pleasures — and frustrations — found at work.

Livelyhoods is accompanied by a comprehensive User's Guide written by Dr. Norman Feingold.

- Work style — what it is and why it's important
- Personality — how your lifestyle affects your work style
- Activities — how to use **Livelyhoods** in your class
- Explains the *Dictionary of Occupational Titles* (D.O.T.) and how it's used
- No stereotyping on the basis of race or sex

GIS RELATED PRODUCT

	Code #	School Price
Complete Set (includes sixteen filmstrips, sixteen cassettes, and User's Guide)	350-X	**$249.00**
Sample Kit (includes introductory filmstrip and cassette only)	351-8	**6.00**
Replacement filmstrips or cassettes (please specify which item(s) you need and copyright year of original)	specify	9.00